

Publisher:
Program Title:
Components:
Grade Level(s):
Intended Audience:

**Standards Map - Basic Comprehensive Program
Grade Twelve - History-Social Science
Principles of Economics**

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Meets Standard Y N		Local Education Agency Evaluator Notes
		PRINCIPLES OF ECONOMICS						
12	12.1	Students understand common economic terms and concepts and economic reasoning.						
12	(1)	Examine the causal relationship between scarcity and the need for choices.						
12	(2)	Explain opportunity cost and marginal benefit and marginal cost.						
12	(3)	Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.						
12	(4)	Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.						
12	(5)	Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).						
12	12.2	Students analyze the elements of America's market economy in a global setting.						

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						Y	N	
12	(1)	Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.						
12	(2)	Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.						
12	(3)	Explain the roles of property rights, competition, and profit in a market economy.						
12	(4)	Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.						
12	(5)	Understand the process by which competition among buyers and sellers determines a market price.						
12	(6)	Describe the effect of price controls on buyers and sellers.						
12	(7)	Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.						
12	(8)	Explain the role of profit as the incentive to entrepreneurs in a market economy.						
12	(9)	Describe the functions of the financial markets.						
12	(10)	Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.						
12	12.3	Students analyze the influence of the federal government on the American economy.						

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						Y	N	
12	(1)	Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.						
12	(2)	Identify the factors that may cause the costs of government actions to outweigh the benefits.						
12	(3)	Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.						
12	(4)	Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).						
12	12.4	Students analyze the elements of the U.S. labor market in a global setting.						
12	(1)	Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.						
12	(2)	Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.						
12	(3)	Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.						

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12	(4)	Explain the effects of international mobility of capital and labor on the U.S. economy.						
12	12.5	Students analyze the aggregate economic behavior of the U.S. economy.						
12	(1)	Distinguish between nominal and real data.						
12	(2)	Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.						
12	(3)	Distinguish between short-term and long-term interest rates and explain their relative significance.						
12	12.6	Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.						
12	(1)	Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.						
12	(2)	Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.						
12	(3)	Understand the changing role of international political borders and territorial sovereignty in a global economy.						

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HSS 12th Grade Standards Map, Economics --Approved by the State Board of Education on 2-6-2002.

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						Y	N	
12	(4)	Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.						
Historical and Social Sciences Analysis Skills The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.								
CHRONOLOGICAL AND SPATIAL THINKING								
12	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.						
12	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.						
12	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.						

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12	4.	Students relate current events to the physical and human characteristics of places and regions.						
		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW						
12	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.						
12	2.	Students identify bias and prejudice in historical interpretations.						
12	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.						
12	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.						
		HISTORICAL INTERPRETATION						
12	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.						
12	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.						
12	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.						
12	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.						

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12	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.						
12	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.						

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):

* For more information see Notes.